

THE RELATIONSHIP OF SITUATIONAL VARIABLES TO THE
LEADERSHIP STYLES OF DEVELOPMENTAL DISABILITIES
ADMINISTRATORS WITHIN STATE INSTITUTIONS
OF FLORIDA

BY

STEPHANIE M. KONDY

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DEDICATION

To my parents for your support, encouragement, and most especially your love. Your understanding and belief in me served as an unwavering source of my strength.

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Abstract of Dissertation Presented to the Graduate School
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ADMINISTRATORS WITHIN STATE INSTITUTIONS OF FLORIDA

By

Stephanie M. Kondy

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The effectiveness of leadership is dependent upon the relationships of a number of variables within the organization. The focus of this study was the dimensions of leadership behavior, particularly initiating structure and consideration; self-perceived degrees of responsibility, authority, and delegation; and, demographic data relative to the administrators' age and length of service. Data were obtained from responses made by a selected group of administrators within the Department of Health and Rehabilitative Services, Developmental Services institutions in the state of Florida.

The survey questionnaire used to gather the data for the study incorporated three major instruments: the Least Preferred Coworker (LPC) scale, the Leader Behavior Description Questionnaire XII, and

the RAD scale. In addition, the survey questionnaire contained items relative to the age and length of service of the administrators.

Based on the analysis of the data in relation to the research hypotheses investigated, the major findings were as follows:

1. The low LPC administrators did not differ significantly ($p < .05$) from the high LPC administrators in regard to their consideration and initiating structure scores.
2. The RAD scale scores of high LPC administrators did not differ significantly ($p < .05$) from administrators with low LPC scores.
3. There were no significant correlations ($p < .05$) between scores of superintendents/assistant superintendents on the LPC scale and the scores of perceived degrees of responsibility, authority, and delegation of the residential services directors.
4. There were no significant correlations ($p < .05$) between scores of residential services directors on the LPC scale and the scores of perceived degrees of responsibility, authority, and delegation of the residential services supervisors.
5. There was a significant difference ($p < .05$) between the superintendent/assistant superintendent, residential services director, and residential services supervisor administrative groups in regard to their scores on the RAD and the RAD scores of their subordinate group.
6. The administrators' scores on the LPC scale were not significantly correlated ($p < .05$) with age nor length of service.

CHAPTER I INTRODUCTION

In 1921, the state of Florida dedicated the first institution for the mentally retarded with the Florida Farm Colony for the Feeble-minded in Gainesville (Florida Department of Health and Rehabilitative Services, 1980). In 1986, there were four institutions for mental retardation across the state: Sunland Marianna, housing 825 residents; Sunland Gainesville, housing 1,076; Gulf Coast Regional Center, Ft. Myers, housing 448 residents; and Landmark Learning Center, housing 376 residents (Florida Department of Health and Rehabilitative Services, 1986).

Once thought to be benevolent, developmental services institutions for the mentally retarded have come under criticism in the past several decades. Blatt (1966) described the dehumanizing effects of overpopulated institutions on the residents. The mere situation of having large numbers of people living in the same institution under central authority whose major concern is for cost effectiveness results in impersonalization of treatment to its residents. Despite the variability among institutions, some critics have generalized from deplorable conditions in some institutions to their existence in all institutions (Rivera, 1972). Prior to this

time, most were described as "warehouses" with custodial care, involving little more than food, something to wear, minimal supervision, and a "roof over one's head." Very little effort was placed on the training of the resident. At its worst, the environment was characterized by unrelieved deprivation of stimuli. There was nothing to see, hear, or feel. The inadequacy of institutions to provide for the legal and programmatic needs of its residents continues to be documented (Roos, 1979; Wolfensberger, 1980).

There have been several attempts to identify the social-psychological factors within institutions that account for their differential effects. Bensberg and Barnett (1966) reported that the most significant factors were personnel turnover, attendant working conditions, the degree of modernity, cost of operations, rural versus urban settings, and availability of professional services. Other, more subtle factors may differentiate between effective and ineffective institutions. They include internal politics, staffing patterns (understaffing), and overcrowding of residents. At times, the operation of these facilities has been described as an administrative nightmare (Butterfield, 1977).

Issues brought to light by the aforementioned exposes of the late 1960s and early 1970s resulted in significant policy formation in the area of human rights. In 1973, the legislature of the state of Florida enacted Chapter 393, Florida Statutes. The legislation

dictated specific rights in the form of a "Bill of Rights" for the mentally retarded citizens of the state. Among the rights enumerated, is the right to live in the "least restrictive environment." This gave birth to the deinstitutionalization movement, that is, the reduction of the numbers of individuals residing in the institutions through the development of alternative community resources for care and treatment.

Subsequent to legislation passed by the state of Florida in 1973, there were striking changes in the documentation of education and training within the institutions. One "off-shoot" was the Intermediate Care Facility/Mental Retardation (ICF/MR) program funded under Title XIX of the Medicaid Act. Reforms in the operation of institutions were seen in increased appropriations; enlargement of staff, particularly in the area of professional staff; and extensive renovations of the residential living units (Florida Department of Health and Rehabilitative Services, 1980). Standards of accreditation provided an objective means by which the adequacy of physical plant, staffing patterns, and training (both staff and resident) could be evaluated (Bradley, 1978). While a number of efforts were made to upgrade the skills of direct care personnel, little attention was placed upon increasing the levels of competence and expertise of the administrative personnel. The heavy reliance upon people to maintain effective programs became a reality not to be treated lightly. The

development of the administrator's potential to be an effective manager was often the result of "seat of the pants experience," which is neither practical nor satisfactory. In order to utilize all resources available to him or her, the administrator must have a knowledge of leadership skills and recognize the relationships between leadership style, the degree to which they have influence or authority in the situation, and the behavior of the leader.

Trent (1983) categorized articles published in major mental retardation journals over the past 100 years. He reported almost no research verifying the impact of the organizational structure on the care for the mentally retarded, and more importantly, on their development. Most research defining the impact of improvement in services has used changes in the residents ability to care for their own needs as a yardstick (Conroy, Efthimiou, & Lemanowicz, 1982; Craig & McCarver, 1984; Eyman & Arndt, 1982). Threats of cut-backs and a scrutinizing of costs in the billions of dollars spent on the care of the mentally retarded underscores the need for additional research in the management of the institutions. Sluyter, Schnittger, and Malmberg (1985) reviewed published material on the administration of residential programs for the mentally retarded between 1970-1982. They found relatively few studies and reports (i.e., less than 6%) published in American Association on Mental Deficiency journals. The most prevalent topic was in the area of personnel issues such as

employee attitudes, job satisfaction, and employee turnover. Additionally, the authors criticized the fragmentation of topics and the variability and poor design of many articles.

Research in education, business, and industry has described the impact of effective leadership within any organization as the accomplishment of goals and objectives by its members. Leadership does not operate in a vacuum, but is a reflection of various styles or behaviors which are dictated by the situation. Fiedler (1967) proposed the relationship of leadership style and situational determinants in the contingency model. It emphasized the expectations and perceptions of the subordinates, the leader's ability to exercise authority in directing them toward certain goals, and the nature of the task. Leaders described as task-oriented were more controlling and directing and performed better in situations which are either favorable or unfavorable. Hollander (1978) reported that the contingency model is the best known, oldest, and the one which has generated the most research of all measures of leadership style. Some studies have demonstrated support for the model within educational settings (Bobner, 1982). Others explored the influence of similar leadership styles on first- and second-line managers (Arnett, 1978; Hunt, Hill, & Reaser, 1973; Wood & Sobel, 1970).

Apart from these motivational aspects reflected in the leader's personality, some research has focused on targeted leader behavior.

One factor, characterized by warmth and concern for the feelings of the subordinate has been labeled "consideration." A second factor, "initiating structure" has been characterized by product or task-oriented behavior (Chemers, 1984). Studies which focused on relationships between measures of leadership style and behavior characteristics illustrate the need to explore the supervisor's influence on group behavior (Kuehl, DiMarco, & Wims, 1975; Lyew, 1985; North, 1984). The identification of two major clusters of leadership behavior as consideration and initiating structure has allowed for additional research in leadership performance. In some studies, demographic data such as age or years of experience or educational background have been analyzed to predict leadership behavior scores (Hardy & Bohren, 1975; Price, 1984). Others have focused upon the role perception of successful and unsuccessful leaders (Cappello, 1981; Dennis, 1972).

The effectiveness of leadership is dependent upon a number of relationships within an organization. Examining the aspects of leadership style, leader behavior characteristics of consideration and initiating structure, and self-perceived degrees of responsibility, authority, and delegation should assist in identifying those factors which contribute to the performance of the organization.

The Problem

The focus of this study was selected administrators within Florida Developmental Services institutions in regard to various relationships relative to leadership style; dimensions of leadership behavior, particularly initiating structure and consideration; self-perceived degrees of responsibility, authority, and delegation; and demographic characteristics relative to the administrators' age and length of service. Data were obtained from responses made by a selected group of administrators within Florida's institutions for the mentally retarded. These data were used to furnish evidence regarding the following:

1. The differences between task-oriented versus relationship-oriented leadership styles of the administrators and leader behavior characteristics of initiating structure and consideration.

2. The differences between task-oriented versus relationship-oriented leadership styles and the administrators self-perceived degrees of responsibility, authority, and delegation.

3. The relationships between the leadership styles of the superintendents/assistant superintendents and the self-perceived degrees of responsibility, authority, and delegation of the residential services directors.

4. The relationships between the leadership style of the residential services directors and the self-perceived degrees of responsibility, authority, and delegation of the residential services supervisors.

5. The differences relative to self-perceived degrees of responsibility, authority, and delegation among the selected administrative groups.

6. The relationships between leadership styles of the administrators and selected demographic data about the administrators.

Delimitations

The delimitations of the study were as follows:

1. The sample selected was from four Department of Health and Rehabilitative Services (HRS), Developmental Services institutions in the state of Florida.

2. Key top-level administrators were selected from the designated institutions. The selection included the superintendents, assistant superintendents, residential services directors, and residential services supervisors. Other executive staff were excluded as the composition of the remainder of the management team varied from institution to institution.

3. The data were obtained from 66 of the 70 persons in the sample by means of a survey questionnaire, composed of the Fiedler (1967) Least Preferred Coworker scale, the Leadership Behavior Description Questionnaire XII (Stogdill, 1963), and the RAD scale measuring self-perceived degrees of responsibility, authority, and delegation (Stogdill & Shartle, 1948). The questionnaire also included items concerning the respondent's age and length of service.

Limitations

The limitations of the study included the following:

1. The measurements used were subjected to the self-examination process of the administrators and their judgment regarding the interpretation of the results/answers.

2. Limiting the study to Developmental Services institutions in the state of Florida and the failure to secure several responses from 100% of the sample reduced the ability to generalize the findings.

3. The measure of responsibility, authority, and delegation was developed for research purposes only.

4. The validity and reliability of the responses given by the respondents may have been affected by events occurring during the time of the study.

Justification

The expansion of the Florida Developmental Services institutions has gone beyond the provision of the basic needs. But, regardless of the policies, procedures, or programs in operation, the diversity of staff needs will require organized and directed inservice training programs. Leadership training includes methods for improved interpersonal relationships, effective handling of routine administrative duties, and exercising control and influence over subordinates. Fiedler, Chemers, and Mahar (1977) proposed a leadership-match method for training effective leaders. The program

attempted to teach the participant to match leadership style with situational controls. Fiedler and Mahar (1979) reported changes in leadership style as a result of leadership-match training, however, the change was in directions opposite to what was expected.

Apart from the identification of needed inservice training, major justifications for the study were as follows:

1. While the relationship between leadership style and leader behaviors relative to consideration and initiating structure has been established in the literature, such studies have not been done in a developmental services setting; thus, the information gathered adds to a growing body of knowledge about leadership.

2. The relationship between leadership styles and self-perceived degrees of responsibility, authority, and delegation has not been explored. Leadership functions within the organization are complex, as such, this dimension needed exploration.

3. A need existed for additional application of research findings regarding leadership behavior within a state government bureaucratic structure (Sluyter, Schnittger, & Malmberg, 1985). Only one study, Hunt, Hill, and Reaser (1973), has explored the relationship between first- and second-level managers in a state school for the mentally retarded.

4. The selected staff were responsible for coordinating and providing services throughout the organization, therefore, their

positions impacted significantly on the effectiveness of the operation of the organization. Data from the study should provide the practicing administrators with a better basis for recognizing how leader behavior/leadership style exerts influence on the organization.

Definition of Terms

Consideration refers to the comfort, well being, status, and contributions of followers as measured by the Leader Behavior Description Questionnaire XII (Stogdill, 1963).

Contingency model was used by Fiedler (1967) to describe a model of leadership effectiveness. Leadership effectiveness is a combination of leadership style and the situation. Three situational dimensions of major importance are (a) the leaders-member interpersonal relationships, (b) the structure of the task, and (c) the leaders' position power.

Degrees of responsibility, authority, and delegation refers to three scores from the RAD scale (Stogdill & Shartle, 1955) which was designed to measure different degrees of perceived responsibility, authority, and delegation as exhibited by individuals who occupy administrative or supervisory positions.

Developmental Services program office was one of the five program offices of the Department of Health and Rehabilitative Services (HRS) of the state of Florida. This agency provided services to individuals who are mentally retarded or developmentally disabled.

Developmental Services institutions refers to the long term residential care facilities serving the mentally retarded population within the state of Florida. In 1986, there were four such facilities across the state providing 24-hour care, supervision, and training to residents.

Intermediate care facility for the mentally retarded (ICF/MR) is a residential facility licensed in accordance with state law and certified by the federal government pursuant to Title XIX of the Medicaid Act. It serves the mentally retarded or those persons with related conditions.

Initiating structure refers to a subscale of the Leader Behavior Description Questionnaire XII (Stogdill, 1963). It describes a leader who provides a clear definition of the staff's role and lets followers know what is expected.

Leader Behavior Description Questionnaire XII is often referred to as the LDBQ XII (Stogdill, 1963). It obtains a description of a supervisor. Each of the 12 subscales are composed of either 5 or 10 items. The subscales are representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation. Of these dimensions, leader behavior can be reduced to two factors, consideration and initiation of structure.

Leadership style refers to an enduring set of traits and behaviors which are required for a leader to be effective in a given situation. The interpretation is made in terms of the leader's motivational hierarchy (Fiedler, 1971, 1972).

Least Preferred Coworker (LPC) scale is a scale used to distinguish the two motivational systems that Fiedler (1967) described as task-oriented and human relations-oriented leadership. The scale score is obtained by asking the individual to rate the individual with whom they have been able to work with least satisfactorily.

Relationship-oriented leader is characterized by seeking good relationships with subordinates in order to accomplish the goals of the organization. High LPC scores (greater than 3.15) indicate relationship-oriented leaders (Fiedler, 1967).

Residential services director is used to identify the director of 60- to 100-bed residential facilities within HRS, Developmental Services institutions, in the state of Florida. The responsibilities include the coordination and administration of all services provided to the residents under their care, organizing and planning the operations of the facility, and policy development.

Residential services supervisor is used to describe a position within HRS, Developmental Services institutions, in the state of Florida. The position serves as the "Qualified Mental Retardation Professional" and is responsible for the development and implementation of the training program for the residents of a 60-bed unit.

Superintendent/assistant superintendent is used to describe chief executive officer position classifications within HRS, Developmental Services institutions in the state of Florida.

Task-orientation leadership is used to describe a leadership style which focuses upon the completion of the task. Low LPC scores (3.15 or less) indicate task-oriented leaders (Fiedler, 1967).

Hypotheses

The hypotheses, stated in the null form and related to the six basic thrusts in the statement of problem, were tested at the .05 level of significance.

Hypothesis 1. The Leadership Behavior Description Questionnaire XII scores on the dimensions of consideration and initiating structure by administrators having high Least Preferred Coworker scores do not differ from Leadership Behavior Description Questionnaire XII scores by administrators with low Least Preferred Coworker scores.

Hypothesis 2. The RAD scale scores of responsibility, authority, and delegation for administrators with high Least Preferred Coworker scores do not differ from those of administrators with low Least Preferred Coworker scores.

Hypothesis 3. The score on the Least Preferred Coworker scale of the superintendents/assistant superintendents is not correlated with the residential services directors' scores of responsibility, authority, and delegation on the RAD scale.

Hypothesis 4. The score on the Least Preferred Coworker scale of the residential services directors is not correlated with the residential services supervisors' scores of responsibility, authority, and delegation on the RAD scale.

Hypothesis 5. There is no difference in the scores among the administrative groups of superintendents/assistant superintendents, residential services directors, and residential services supervisors on the RAD scale.

Hypothesis 6. The administrators' scores on the Least Preferred Coworker scale are not correlated with age nor length of service of the administrators.

Procedures

The primary focus of this study was an analysis of the responses of 66 administrators of the four Florida, HRS, Developmental Services institutions on the Least Preferred Coworker scale, the Leader Behavior Description Questionnaire XII, and the RAD scale. Each participant was administered a survey questionnaire containing the three leadership instruments. The survey questionnaire also contained demographic items to determine age and length of service of each respondent. The questionnaires were coded to allow for anonymity of the participants. Data were gathered by an on-site visit to each of the four institutions.

The Sample

The sample of 66 administrators who provided usable data included the 4 superintendents, 4 assistant superintendents, 24 residential services directors, and 34 residential services supervisors. The criteria used to determine the sample selection for the study were as follows:

1. Each staff member holding an administrative position which was responsible for the residential and habilitative functions of Florida institutions for the mentally retarded or are designated as chief executive officers as defined by Chapter 10D-38, Rules of the state of Florida, Department of Health and Rehabilitative Services, Health Programs, Florida Administrative Code, 1980. The total number of positions meeting this criterion was 70.

2. Availability of selected staff during the site visit at the designated institutions.

Measurement of Leadership Style

The leadership style dimension was measured by the Least Preferred Coworker (LPC) scale which is based upon a theory of relationships among leadership style, situational favorableness, and the leadership effectiveness. The LPC scale consists of 16 eight-point bipolar items and the score is the sum of these items. The internal consistency for the LPC has been determined by means of split-half correlations. These correlation coefficients have ranged

from .85 to .95 (Fiedler, 1967). Rice (1978) reported a test-retest coefficient of .67 ($N=23$) in change oriented environments such as management workshops. Green and Nebeker (1977) reported high LPC leaders behaved in a more interpersonally-oriented manner than did low LPC leaders. In a review of the LPC research, Rice (1978, 1981) reported low LPC persons to be more favorable in judgment of the task-relevant features of their environment while high LPC persons were more favorable about interpersonal features.

Measurement of Leadership Behavior

The Leadership Behavior Description Questionnaire XII was used to measure "ideal" and "real" leader behavior. The instrument was developed during the Ohio State leadership studies and the manual was later revised by Stogdill (1963). The hypothesized dimensions of leader behavior were reduced to two factors, consideration and initiating structure. The instrument contains 12 subscales, each representing a complex pattern of behaviors.

Only 30 of the 40 LBDQ XII items were scored; 15 in each dimension of consideration and initiating structure. The remaining 10 items were retained to keep the conditions of administration comparable to those used in standardizing the instrument. The estimated split-half reliability is .83 for the initiating structure and .92 for the consideration scores (Halpin, 1957). In empirical research, particularly in military, industrial, and educational

organizations, between groups versus within group analysis of variance revealed an F ratio significant at the .01 level (Halpin, 1957).

Schriesheim and Kerr (1974) reported that the psychometric properties of the LBDQ XII maintain high internal consistency. Results ranged from approximately .7 to more than .8 (Schriesheim & DeNisi, 1979).

Rush, Thomas, and Lord (1977) investigated the factor structure of the LBDQ XII in measurement of relevant leader behavior characteristics. The findings indicate that consideration was highly congruent with leader supportiveness and consultation with subordinates, and initiating structure moderately congruent with arbitrary and punitive behaviors and with a production orientation. Schriesheim and Hill (1981) reported that the separation of the subscale items of the instrument into positive, negative, or mixed worded statements may impair the accuracy of the response.

Measurement of Responsibility, Authority, and Delegation

The RAD scale (Stogdill & Shartle, 1955) was used to measure different degrees of self-perceived responsibility, authority, and delegation exhibited by individuals who occupy administrative or supervisory positions. This instrument consists of two series of self-rated items which provide three different scores--responsibility, authority, and delegation. The RAD scale was subjected to nine different revisions to increase the reliability. Stogdill and Shartle (1955) reported reliability coefficients with a group of school

principals (N=73) as .88 for the two responsibility scales. A study of bank employees and manufacturing plant workers reported a correlation of about .50 with reliabilities ranging from .84 to .87 on measurements of perceived degrees of responsibility, authority, and delegation. Bowman (1964) found scores of responsibility, authority, and delegation to be related to each other. Successful and unsuccessful athletic directors in small colleges and universities had similar scores on the RAD (Dennis, 1972).

Collection of Data

As indicated, the primary means of gathering data for the study was through a survey questionnaire containing the (a) Least Preferred Coworker scale, (b) the Leader Behavior Description Questionnaire XII, (c) the RAD scale, and (d) demographic items. The writer contacted the superintendents of each institution and arranged a date to administer the survey at the institution.

The survey questionnaire containing the instruments was reviewed with each participant in a group situation. The writer was available in the room to explain, correct, or clarify questions generated by the instruments. The HRS, Developmental Services program office, Tallahassee, Florida, was informed of the project and rendered support via a letter thanking the participants for their cooperation and responsiveness to the project.

Analysis of the Data

The statistical procedures used to analyze the data were the Hotelling T^2 for Hypothesis 1 and Hypothesis 2; a Pearson product moment correlation for Hypothesis 3, Hypothesis 4, and Hypothesis 6; and a one-way analysis of variance for Hypothesis 5.

The Hotelling T^2 is a multivariate test. It was used to analyze the data from Hypotheses 1 and 2 because it allows for comparison of differences between groups on one or more of the dependent variables after adjustments have been made for possible correlations among the dependent variables. If the calculated T^2 value exceeded the .05 level of significance, the null hypotheses were rejected. A nonsignificant result indicated that the differences in scores was not related to group differences on any of the dependent variables.

A correlation technique was used to analyze Hypotheses 3, 4, and 6. The Pearson product moment correlation technique was chosen for the stability and appropriateness of the test with the variables under investigation.

A one-way analysis of variance was used for Hypothesis 5. It allows for comparison of three or more groups in terms of group means. If the calculated F value is larger than the critical value found in the F table at the .05 level of significance, the null hypothesis is rejected (the population means are equal). If a significant difference was found, the Bonferroni test was used as a follow-up

test. The value given for the Bonferroni test is the simultaneous significant p values of comparisons of all pairs of means. The Bonferroni is designed to control or reduce the probability of a Type I error (Huck, Cormier, & Bounds, 1974).

Organization of Chapters

A review of the literature and related research is presented in Chapter II. Chapter III is a presentation of the data. Chapter IV contains a discussion of the findings and conclusions of the study. Chapter V contains the summary, conclusions, and implications of the study.

CHAPTER II REVIEW OF LITERATURE

Chapter II is presented in six major sections. The first section consists of an overview of leadership theory and research. The next section describes literature and research relevant to Fiedler's Least Preferred Coworker scale (Fiedler, 1967). Next is a section summarizing literature and research relevant to the Leadership Behavior Description Questionnaire (Stogdill, 1963), followed by one describing the RAD scales (Stogdill & Shartle, 1955). The next section is an overview of research on leadership and administrative practices within facilities serving the mentally retarded. The final section contains a chapter summary.

Overview of Leadership Theory and Research

While the concept of leadership is sophisticated and difficult to understand, it generally refers to one of several concepts (a) an attribute of an office or position, (b) a characteristic of a person, or (c) a category of actual behavior (Katz & Kahn, 1966).

Investigations into the concept of leadership during the 1930s and 1940s tended to focus on the leaders' traits and personal qualities such as intelligence, honesty, or intuition. Concern was with the human factors of the organization in an apparent reaction to

the overemphasis on formal organizations during the preceding scientific management era. Presthus (1965) declared that

bureaucratic organizations often seem less concerned with self-realization of their members than the relevance of such individuals for the goals of size, power, and survival. (p. 3)

Leadership is not an individual operating in isolation; rather it is members of a group functioning in a structure of different responsibilities and personal interactions. Organizational charts which serve to give authoritative definition to levels of accountability, reinforces the concept that leadership resides not merely in one but in many members (Yukl, 1981). Therefore, leadership is concerned with the problems of human performance and interaction. Indeed, the performance and effectiveness of the leader may impact to a high degree on the performance and interaction of the other members of the organization.

In the early 1950s, analysis of leadership began to concentrate on situational variables. Leadership, as Bass (1981) has indicated in an extensive survey of the research literature, is a complex phenomenon that cannot be reduced to an isolated trait or characteristic but includes related situational factors. This framework is a more interactive approach toward the understanding of behavior than it is an attempt to define traits which might be desirable for the leader to possess.

Fiedler's Least Preferred Coworker Scale

Fiedler (1967) proposed the contingency model to explain factors involved in the nature of leadership. The theory holds that the effectiveness of the organization is determined by two interacting variables: the leader's basic motivation or leadership style and the "situational favorableness"—the degree one can control the situation and influence the group's behavior by an exercise of power. A leader is defined as

the individual in the group given the task of directing and coordinating task relevant group activities or who, in the absence of a designated leader, carries the primary responsibility for performing these functions in the group. (Fiedler, 1967, p. 8)

This definition of leadership emphasizes the behavior of the individual while he or she is directing group activities. Thus, attention is focused on both the leader as well as the follower.

The leader's style was determined by the Least Preferred Coworker (LPC) scale. The score is obtained by asking a person to think of all persons with whom he or she has worked and then describe the person with whom he or she could work least well. The description is made on a set of eight-point bipolar scale items placed within a semantic differential, e.g.:

friendly : : : : : : : : : unfriendly

cooperative : : : : : : : : : uncooperative

The individual who describes his or her least preferred coworker in generally unfavorable terms obtains a low score. The model describes

the low LPC individual as basically task-oriented. The individual who describes his or her least preferred coworker in more favorable terms and thereby obtaining a high LPC score is basically relationship-oriented. Fiedler (1964, 1967) cautioned that the leadership dimensions could not be viewed in isolation, but rather in terms of situational favorableness. The three factors affecting the favorableness of the situation were (a) group atmosphere--the relationship between the leader and members of his group, (b) task structure--the clarity or structure of the task, and (c) the leader's position power--the ability to reward and punish. Leader-member relations as viewed by Fiedler (1967) was the "single most important element in determining the leader's influence" (p. 29). The degrees of acceptance of the leader or leader-member relations were described as the group atmosphere.

Fiedler based his theory on an extension of the work of Roby and Lanzetta (1958), creating three categories of task groups (a) interacting, (b) co-acting, and (c) counter-acting. Co-acting groups consist of individuals who work together and do not require close coordination. Group members are on their own. The leader functions to develop individual motivation and individual job skills. Counter-acting groups work together to reconcile conflicts in a situation where the individual can achieve his or her goals only at the expense of other team members. The main function of the leader is to

facilitate communication and creative problem solving. Fiedler's main concern was with the interacting group. These groups require close coordination of several team members. A submarine crew, for example, with the leader coordinating all major task functions.

Fiedler and Chemers (1974) defined task structure as

the degree to which the group task is clear-cut and with verifiable goals and identifiable methods for reaching the goal. The components are (a) goal clarity, (b) decision verifiability, (c) goal-path multiplicity, and (d) decision specificity. (p. 67)

Routine tasks are likely to have clearly defined goals while in more complex situations the strategies for completing the task may vary from situation to situation.

Kerr, Schriesheim, Murphy, and Stogdill (1974) found insignificant relationships between LPC scores and leader satisfaction. This was attributed to the extensive complexity of the task with bureaucratic rules and regulations, and tasks defined and prioritized by outside groups. This reduced the leader's ability to influence the group or his or her subordinates satisfaction or job performance. The last factor, position power as defined by Fiedler (1967) is "the degree to which the position itself enables the leader to get his group members to comply with and accept his direction and leadership" (p. 22).

The situational variables of group atmosphere, task structure, and position power were weighted and then classified as eight

different octants of favorableness. Nebeker (1975) demonstrated the importance of the three situational factors to a leader's control in the form of a continuous scale. The scale was derived from weighted standard scores from each of the three situational variables as follows:

$$\text{Leader situational control} = 4 (\text{leader-member relations}) + 2 (\text{task structure}) + \text{position power}.$$

The correlation of subscales (situational favorableness dimension of the LPC) was significant for low LPC but not for high LPC leaders. High LPC leaders showed a greater degree of variability of performance than the Low LPC leaders (Bass, 1981).

Research conducted by Fiedler (1967) indicated that under very favorable conditions (Octants I, II, and III) groups with low LPC leaders were more effective than high LPC leaders. Additionally, in very unfavorable situations (Octant VII) low LPC leaders were thought to be more effective. In situations of intermediate favorableness (Octant IV, V, and VI), the high LPC leaders were thought to be more effective. While these scores are interpreted as a measure of the underlying need structure of the leader, it is only when the goals of the organization are achieved that the underlying needs can be translated into a consistent pattern of behavior. Fiedler (1971) reported the success of low LPC leaders in highly favorable and good group atmosphere and unfavorable and poor group atmosphere situations.

In contrast, good performance of high LPC leaders was found in moderately favorable situations. The differences in approach reflect the appropriate match of leader's skills in dealing with the demands of the group and the leader's differentiation of the group task situations. Predictions of leadership effectiveness are made under a static LPC which varies in theory as a result of favorableness of the situation.

In his first study, Fiedler (1966) investigated Belgian Navy personnel. Ninety-six three-man groups were given one unstructured, two structured, and one nonverbal task. The situation favorableness was varied by assignments based upon different military rank and cultural backgrounds. Based upon an analysis of data, the experiment supported the major hypothesis of the contingency model. Fiedler and Chemers (1974) attempted to correlate LPC with numerous personality traits or leader behavior such as initiating structure, consideration, social distance, and attitudes/values. The majority of the findings showed little substantiation for positive relationships between the LPC and these variables.

Support and validation of the contingency model was found in a number of studies (Chemers, Rice, Sundstrom, & Butler, 1975; Chemers & Skrzypek, 1972; Rice, 1981; Rice & Chemers, 1973). Fiedler (1971) reviewed 25 field studies which included subjects such as petty officers (Fiedler, 1966), insurance agents (Graham, 1968), and public

health volunteers (Fiedler, O'Brien, & Ilgen, 1969). He concluded the data supported his position. Other studies which yielded similar results included teachers (Hardy & Bohren, 1975), principals (Bobner, 1982), and vocational rehabilitation counselors (North, 1984).

Not all of the evidence is of a positive nature. Others have drawn more contradictory conclusions (Graen, Orris, & Alvarez, 1971; McMahon, 1972). Since the measurement of group atmosphere scale was traditionally administered after the task was completed, the results were felt to be confounded within a leader-member group performance interaction.

In later work, Fiedler (1971, 1972) interpreted the change in the LPC orientation of the leader in terms of motivational drive or need. Thus, LPC became a function of a hierarchy of goals. When the primary goal of the low LPC leader was achieved (i.e., task completion) the focus turned toward a secondary goal of improvement in group relations. In contrast, when the primary goal of the high LPC leader was met (good group relations), the leader's orientation emphasized personal prominence and the leader's individual attention within the group.

Leadership is a relationship of control and influence on the work group. The more power and influence the organization is able to give to the leader, the greater the probability that the goals of the organization will be obtained. A high degree of influence and control

over the situation will cause high LPC leaders to pursue secondary goals which are self-enhancing and low LPC leader goals which enhance group relations. Leadership characteristics are thus appropriate to the situation (Fiedler & Mahar, 1979).

Operating under the contingency model, the selection of managers/leaders would be dictated by the demands/situations operating within the organization. The concept, however, is not as simple as it sounds. It is recognized that organizations are fluid with dynamic changes operating within their structures. In many organizations, especially bureaucracies, turnover of managerial positions is frequent. A person remaining in the same job for one, two, or three years is unusual (Fiedler, 1977).

Changes in leadership style as a function of experience has been documented in the literature. Bons and Fiedler (1976) described changes in the situational favorableness in relation to the leader's experience. The degree of structure, complexity of tasks, and intellectual ability of personnel resulted in varying degrees of elapsed time before a leadership situation improved in the degree of control. For tasks such as infantry squads it was four or five months (Fiedler, Bons, & Hastings, 1975) and it was five to six years for college teachers (Hardy & Bohren, 1975).

Fiedler (1967) reported a difference in follower behavior depending on the leader's LPC. Under high LPC leaders in favorable

situations, group members relied more on person-related comments and less on task-related comments. The reverse was true for low LPC leaders. In favorable situations, more task-related and less relations-related comments were made. Others have investigated the relationship between LPC scores of first- and second-level supervisors (Schuster & Clark, 1970). Under high LPC supervisors, high LPC first-level supervisors were more secure with their jobs. Hunt (1971) studied the manager-supervisor interaction effects of an assembled group of managers and two levels of supervisors. Low LPC managers and high LPC supervisors had the best performing group while the poorest performing groups were those of high LPC managers and low LPC supervisors.

Fiedler and Chemers (1974) reported that leader behavior is more determined by the situation than by what the leader says he or she does or ought to do. Comparisons of the LPC with other measures of leader behavior have been attempted. Meuwese and Fiedler (1965) found that leaders who are high or low on the LPC score differed significantly on measures of the LBDQ (Leader Behavior Description Questionnaire scale), but not on consideration or initiating structure. Graham (1968) found high LPC leaders were described as more considerate and structured as measured by the LBDQ than the low LPC leaders. Kuehl, DiMarco, and Wims (1975) examined the relationship between leadership orientation of first- and second-level

supervisors. The LPC score was negatively related to the initiating structure dimension and positively related to the consideration dimension.

The Leadership Behavior Description Questionnaire

Hoy and Miskel (1978) summarized research on leader behavior. The review included work of Barnard (1938), Cartwright and Zander (1960), Getzels and Guba (1957), Stogdill (1963), and Bales (1969). The leadership behaviors identified by these researchers were reduced to two dimensions: (a) concern for the tasks of the organization and (b) concern for interpersonal relationships.

During the 1940s the Bureau of Business Research at Ohio State University initiated leadership studies to analyze the concept of behavioral characteristics to describe a leader and thereby influence the leadership style. As a part of this research, Hemphill and Coons (1950) developed the Leadership Behavior Description Questionnaire (LBDQ) which was later refined (Stogdill, 1963). A factor analysis of the revised questionnaire (LBDQ XII) indicated that the items and subscales measure 2 different patterns of behavior rather than 12 as originally hypothesized. These are initiating structure (task) and consideration (relationships).

Initiating structure portrays the extent to which the individual defined his or her role as well as his or her subordinates toward achievement of the organizational goals. These individuals are active

in planning, communicating, and trying new ideas. Behaviors reflecting the initiation of structure include maintaining standards and operating procedures, assuring that deadlines are met, determining how tasks should be accomplished, and identifying and specifying roles and responsibilities.

In contrast, the consideration variable describes the extent to which the leader has positive relationships with subordinates which are characterized by mutual trust, consideration of the feelings of others, and respect for the ideas of others. The leader exhibits a concern for the welfare of the employee, includes subordinates in the decision making on important problems, maintains job satisfaction, and provides feedback (Hollander, 1978).

While there are no norms for the LBDQ XII, the mean scores from the Ohio State studies reported by Stogdill (1963) are comparable. The mean scores for the Ohio studies were as follows: (a) corporation presidents, initiating structure 38.5 and consideration 41.5; (b) college presidents, initiating structure 37.7 and consideration 41.3; and (c) community leaders, initiating structure 37.2 and consideration 41.1.

In a number of studies attempts have been made to correlate the consideration and initiating structure behaviors with values and attitudes on authoritarian-democratic dimensions as well as with other leadership styles (Fleishman, 1957; Lyew, 1985), satisfaction with

supervision (North, 1984), cognitive complexity (Kelly, 1968), decision making (Trimble, 1968), and leadership style (Fiedler, 1967; Graham, 1968). In addition, Yukl (1968) found that low LPC leaders were more frequently described as high in structure and low in consideration. The two dimensions of leader behavior (i.e., initiating structure and consideration) appear to relate to the behavior expected of the "ideal" administrator. The most effective administrators were rated as high on both dimensions of leader behavior by subordinates (Hemphill, 1955).

Stogdill (1963) completed an analysis of 25 organizations of seven types involving more than 1,300 supervisors and 3,700 employees. The data indicated that employee satisfaction and group and organizational cohesiveness was related to consideration. However, neither dimension was consistently related to group productivity. One of the studies involved 10 regional organizations in a department of state government. Throughout the organization, when executives described their superiors, those supervisors described as high in initiating structure and influence tended to supervise subordinates who were satisfied with the organization.

School principals were asked to rate the leader behavior of higher-level school executives and themselves (Bowman, 1964). Principals who described their supervisors as high in consideration but not in initiation of structure perceived themselves as exercising

higher degrees of responsibility and authority and as delegating extensively. Mixed results have been noted in the LBDQ XII in reviews by Kerr, Schriesheim, Murphy, and Stogdill (1974), Korman (1966), and Vroom (1976). From their results it can be concluded that in order to better understand the effects of consideration and initiating structure, specific conditions operating within the organization must be identified. One condition, for example, is the clarity of the role perceived by both supervisors and subordinates. Organizational differences had to be considered. Hunt, Hill, and Reaser (1973) investigated relationships between leadership behavior as measured by the LBDQ XII of supervisors at two managerial levels in a mental institution. Their findings indicated that for both first- and second-level managers the consideration dimension of leadership behavior was significantly correlated with measures of their employees' performance and their work group's criteria for satisfaction.

The RAD Scales

Traditional theory about organizations was concerned with methods of organizing for effective functioning. Weber (1947) described a bureaucratic organization and the formal development of legitimate roles within the organization. The managerial role includes the functions of authority, responsibility, and delegation as part of its controlling or decision-making function. According to Bass and

Valenzi (1974) subordinates reported that their superiors tended to delegate a great deal of responsibility without the necessary authority to carry out their delegated tasks. The fundamental concept of the formal organization is the accomplishment of tasks as directed by someone with legitimate authority and tasks delegated to the proper membership. Those who delegate a portion of their workload to others still retain the ultimate responsibility over that which was delegated, temporarily, however, the authority for action remains with the member (Hollander, 1978). Stogdill (1957) developed the RAD scales to measure perception of a person's responsibility, authority, and powers of delegation within the framework of the organization. Responsibility denotes a dual meaning: (a) the definition of expected performance for the organization and (b) the obligation for performance expected by the organization (Browne, 1949).

Stogdill (1957) observed that authority describes a relationship among the members of an organization as well as the relationship between each member's responsibilities and the freedom he or she is allowed for making decisions and taking action. Authority can be viewed as an interactional system which describes a leader's control and right to act. It gives legitimate power but is not power. Bass (1960) provided an analysis of authority and power in the context of examining rules, regulations, attitudes, and expectations. A member's perception of the expectation of his or her role within the

organization relies on authority to fulfill these expectations. Both are interdependent on the subordinates and superiors' views with regard to the degrees of authority and responsibility.

Delegation implies that the previously described authority and responsibility is relinquished to a lower level in the organization. Delegation is "the extension of the capacity of a member of the enterprise when it is inadequate for the performance of his responsibilities" (Browne, 1949, p. 49).

Thus, the RAD model stressed perceptions of (a) responsibility as the perceived level of obligation, (b) authority as the perceived scope for action, and (c) delegation as the perceived aspects of a job entrusted to another member of the organization. The RAD scale (Stogdill & Shartle, 1948) was designed to measure roles of responsibility, authority, and delegation as perceived by the members of the organization.

Stogdill and Shartle (1948) claimed a correlation of certain relationships which are contingent upon the member's perceived role and other member's perception of his or her role. Further, satisfaction and productivity were more likely to be positive in an organization in which the RAD measures were interrelated. A study by Bowman (1964) found school principals perceived themselves as exercising higher degrees of authority, responsibility, and delegation when their chief school officers were rated higher in consideration

behavior; however, initiating structure scores showed little or no relationships. Cappello (1981) reported on job satisfaction of school of business administrators with respect to responsibility, authority, and delegation. A greater degree of responsibility and delegation was found in unit versus multiple-structured school districts and that the unit control provided more job satisfaction.

Browne (1949) used the RAD scale in testing for a relationship between salary and responsibility. His findings revealed a significant relationships between RAD and salary and suggested a relationships between RAD and other measures of authority and responsibility. In a study of naval organizations, Stogdill and Scott (1957) reported that the responsibility and authority of subordinates were related to the responsibility of their superiors, but not to their authority. Also, the higher the authority and responsibility of the superiors, the less their subordinates tended to delegate. However, those whose superiors delegated the most often, rated themselves high in all three characteristics of responsibility, authority, and delegation. Bowman (1964) found an intercorrelation of scores for responsibility, authority, and delegation.

Overview of Research on Leadership and Administrative
Practices Within Facilities Serving the
Developmentally Disabled

The availability of published research in management of residential care facilities is inadequate. Zaharia and Baumeister (1978) observed that

research interests in supervisory personnel in residential facilities has yet to evolve fully despite the fact of investigations of managerial effectiveness for decades. (p. 536)

Within human services, formal regulations govern the provision of services. Sources include federal mandates, state and local licensing requirements, and internal operating policies and procedures. The complexity of the responsibilities for the administrator are enormous. McInerney (1985) stressed the importance of a manager recognizing a leadership style and the effect the exercise of authority has on subordinates' behaviors. Leadership orientation of first- and second-level supervisors was investigated by Kuehl, DiMarco, and Wims (1975).

The remainder of research of administrative practices within the residential facilities for the mentally retarded has dealt with staff turnover (George & Baumeister, 1981), training of supervisory/management skills (Seys & Duker, 1986), environmental variables (Rotegard, Hill, & Bruiniks, 1983). Others have investigated the relationship of training to the performance of direct care staff (Slater & Bunyard, 1983; Ziarnik & Bernstein, 1982), job satisfaction (Bersani & Heifetz, 1985; Holburn & Forrester, 1984; Sluyter & Mukherjee, 1986), and institutional reform (Braddock, 1986; Epple, Jacobson, & Janicki, 1985; Griffith, 1985; MacEachron, Zober, & Fein, 1985).

Implications of the Literature for the Present Study

The literature related to each aspect of this study has been reviewed in this chapter to develop an understanding of the writer's rationale for undertaking the study. Because the literature indicates some relationship between leadership style and leader behavior characteristics of consideration and initiating structure it seemed appropriate to determine differences among scores of leadership style as measured with the LPC scale and leader behavior characteristics as measured by the LBDQ XII scale. Other studies have shown a relationship between administrative styles and behaviors of first- and second-level supervisors, therefore, exploring the relationship among administrators' scores on the RAD scale and comparison of scores on the RAD with measurement of leadership style was seen as appropriate. Some studies have documented a relationship of leadership style with certain demographic data such as years of experience. Therefore, a study of the relationship between leadership style and demographic information was undertaken.

CHAPTER III PRESENTATION OF THE DATA

The basic objective of this study was to determine the interrelationships among leadership style; self-perceived degrees of responsibility, authority, and delegation; the leadership behaviors of initiating structure and consideration; and demographic characteristics of administrators within institutions which provided services for the developmentally disabled. The data were collected by administering a survey questionnaire containing the Least Preferred Coworker scale, the Leader Behavior Description Questionnaire XII, the RAD scale, and demographic items regarding the participants. The study included 66 administrators from HRS, Developmental Services institutions within the state of Florida.

The design of the study was not experimental. There was no control group or controlled variable, nor was there a pretest and posttest measurement of a particular concept. The writer did not discount the magnitude of the uncontrolled variables nor the influence these may have had on the outcome of this study. However, with a survey project of this type one must trust that these variables are irrelevant or that their influence does not seriously alter the results.

During the course of the analysis of the data related to the problem, the null hypotheses associated with the research questions stated in Chapter I were tested. A Hotelling T, one-way analysis of variance, and Pearson product moment correlation were applied to analyze the hypothesized relationships. The Biomedical Program Statistical Software Package (BMDP, University of Utah, 1983) was used. A Bonferroni test was used as a follow-up test after finding a significant difference ($p < .05$) between the means in the analysis of variance. The value given for the Bonferroni test is the simultaneous significant p values of comparisons of all pairs of means. Since the error rate increases with the number of comparisons tested, the Bonferroni test is designed to control or reduce the probability of a Type I error (Huck, Cormier, & Bounds, 1974). A Type I error is rejecting the null hypothesis when it is true.

Description of the Setting and Study Participants

The role of the developmental disabilities administrator is a difficult one. The complexity of the organization with facility directors and department heads vying for their own goals makes the job of the superintendent even more difficult. The administrator faces tasks which are highly unstructured and must oversee a program which does not have all the treatment/therapy problems solved for the people which it serves. The administrator must deal with a variety of outside groups such as labor unions, human rights advocacy committees,

parent groups, the surrounding community/neighborhood, local HRS officials, administrative staff from the program office, and local/state and federal licensure and certification teams. Each group attempts to exert their influence and control and give direction to the operation of the institution.

In 1986 there were four major HRS, Developmental Services institutions within the state of Florida which provided services to individuals who are mentally retarded. Though their structure was similar, they were dissimilar in many ways. For example, the size of the client populations varied significantly as did the number of facilities under the supervision of the superintendent within the institution. Also, the number of licensed ICF/MR beds varied from one institution to the next. The administrative group within each institution was comprised of the superintendent, assistant superintendent, residential services directors, and residential services supervisors. This group was responsible for providing leadership, direction, and organizing the processes necessary to accomplish goals and objectives.

Seventy administrators of the four HRS, Developmental Services institutions were selected as research subjects and were asked to complete the survey questionnaire. Those 66 who responded included 8 superintendents/assistant superintendents, 24 residential services directors, and 34 residential services supervisors. The writer

attempted to obtain the missing data via follow-up letters and telephone calls. However, the other 4 administrators of the initial sample of 70 did not respond--1 residential services director and 1 residential services supervisor from institution B, and 2 residential services supervisors from institution C.

The 8 superintendents/assistant superintendents had a mean age of 41.1 years, the 24 participating residential services directors had a mean age of 40.8 years, and the 34 residential services supervisors had a mean age of 35.4 years. In terms of length of service at the institution, the 8 superintendents had been in their positions from 10 months to 3 years, and the average was almost 2 years; the residential services directors had been in their positions from 6 months to 5 years, and the average was 1 year, 11 months; and residential services supervisors had been in their positions from less than 6 months to more than 6 years, and the average was 1 year, 7 months. Table 1 displays the demographic data of age and length of service for all administrative groups combined.

Table 1

Age and Length of Service Data for the Administrative Groups Combined

	Mean	SD	Median	Range	
				Min.	Max.
Age in years	37.92	8.67	36.00	24.00	60.00
Months of service	22.65	17.57	19.00	1.00	79.00

Descriptive Analysis of Least Preferred Coworker Scale Data

The leadership styles of the 66 administrators were measured by means of the LPC scale. The LPC score was obtained by simply adding the items on the score sheet. In terms of average items scored, Fiedler (1967) reported a mean item score ranging from 3.19 to 4.13 and a standard deviation of 1.39 (p. 49). Table 2 displays the frequency distribution of LPC scores for the administrators by institution.

Table 2

Frequency Distribution of LPC Scale Scores for Administrative Groups by Institution

LPC score categories	Institution A (N=16)	Institution B (N=22)	Institution C (N=13)	Institution D (N=15)
8.5 - 9.0		1		
8.0 - 8.4				
7.5 - 7.9				
7.0 - 7.4				
6.5 - 6.9				1
6.0 - 6.4		1		
5.5 - 5.9		1	2	
5.0 - 5.4	1	4	2	1
4.5 - 4.9	4	3	2	1
4.0 - 4.4	4	2	2	3
3.5 - 3.9	5	2	3	1
3.0 - 3.4	1	2	2	1
2.5 - 2.9		3		3
2.0 - 2.4	1	1	1	1
1.5 - 1.9		1		1
1.0 - 1.4				1
0.5 - 0.9		1		
0.0 - 0.4				

The reader will note, for example, the numbers listed under institution A reflect the distribution of scores of the 16 participants from that institution. The highest mean item score was 8.0 and the lowest score was 0.6. The overall mean item scores and standard deviations by institution were as follows: 3.78 with a standard deviation of .70 for institution A, 3.92 with a standard deviation of 1.63 for institution B, 4.01 with a standard deviation of 1.04 for institution C, and 3.27 with a standard deviation of 1.50 for institution D. The reader will recall that LPC scores greater than 3.15 are associated with relationship-oriented (high LPC) administrators. Generally, these leaders were described as more considerate and concerned about establishment of good interpersonal relationships. In contrast, low LPC scores, those equal to or less than 3.15, indicate task-oriented leaders. These individuals appeared more concerned about task and are described as goal-oriented.

Table 3 displays the frequency distribution of LPC scale scores for the administrative groups. The overall mean item scores and standard deviations by administrative groups were as follows: 4.42 with a standard deviation of 1.16 for superintendents/assistant superintendents, 3.85 with a standard deviation of 1.39 for residential services directors, and 3.54 with a standard deviation of 1.27 for residential services supervisors.

Table 3

Frequency Distribution of LPC Scale Scores for Administrative Groups

LPC score categories	Superintendent/ assistant superintendent (N=8)	Residential services director (N=24)	Residential services supervisor (N=34)
8.5 - 9.0			
8.0 - 8.4		1	
7.5 - 7.9			
7.0 - 7.4			
6.5 - 6.9	1		
6.0 - 6.4		1	
5.5 - 5.9	1		2
5.0 - 5.4		3	5
4.5 - 4.9	3	4	3
4.0 - 4.4	1	2	8
3.5 - 3.9	1	7	3
3.0 - 3.4		2	4
2.5 - 2.9	1	2	3
2.0 - 2.4		1	3
1.5 - 1.9		1	1
1.0 - 1.4			1
0.5 - 0.9			1
0.0 - 0.4			

Twenty out of the 66 administrators were classified as low LPC leaders and 46 as high LPC leaders. The predominant leadership style across all institutions was high LPC or relationship-oriented leader. The superintendent/assistant superintendents group reported the highest LPC scores on the average, followed by scores for the residential services directors group, and finally the residential services supervisors group.

Descriptive Analysis of the Leader Behavior
Description Questionnaire Data

Initiating structure and consideration characteristics of leader behavior were measured by the Leadership Behavior Description Questionnaire XII portion of the survey. The mean scores on the initiating structure dimension ranged from 37.0 through 46.0 and 34.5 through 44.0 on the consideration dimension. Table 4 shows the means and standard deviations of the administrative groups by position and institution for the initiating structure and the consideration scales.

Descriptive Analysis of RAD Scale Data

The RAD scale was given to the 66 administrators to measure self-perceived degrees of responsibility, authority, and delegation. Table 5 lists the mean scores for the administrative groups of superintendents/assistant superintendents, residential services directors, and residential services supervisors, and the overall mean score for each institution on the RAD scale.

The reader will recall that higher scores were associated with perceptions of increased responsibility, authority, and delegation. As a group, the residential services directors rated themselves highest in measures of responsibility (6.26), authority (6.07), and delegation (6.14).

Table 4

Mean Scores of Administrative Groups by Position and Institution on the Initiating Structure and Consideration Dimensions

Institution/ Position (N=66)		Initiating Structure		Consideration	
		Mean	SD	Mean	SD
A/Superintendent/ assistant superintendent	2	46.00	1.00	43.00	2.82
A/Residential services director	6	37.66	5.28	36.66	7.23
A/Residential services supervisor	8	37.87	4.15	37.87	6.17
B/Superintendent assistant superintendent	2	37.00	8.48	34.50	13.43
B/Residential services director	7	41.33	7.14	36.66	8.64
B/Residential services supervisor	13	44.15	10.89	33.84	11.23
C/Superintendent assistant superintendent	2	42.00	1.41	41.00	1.41
C/Residential services director	5	39.66	2.25	38.33	1.96
C/Residential services supervisor	6	38.16	4.87	34.66	8.43
D/Superintendent assistant superintendent	2	38.50	10.60	44.00	1.41
D/Residential services director	6	40.80	7.79	38.80	3.96
D/Residential services supervisor	7	41.26	3.86	39.14	7.98

Table 5

Mean Scores for the Superintendent/Assistant Superintendent Group, Residential Services Director Group, and Residential Services Supervisor Group, and the Overall Mean Scores on the RAD by Institution

Institution/ RAD scale	Superintendent/ assistant superintendent	Residential services director	Residential services supervisor	Overall mean
A				
responsibility	5.75	6.25	5.28	5.70
authority	5.50	6.45	5.37	5.79
delegation	6.37	6.66	5.03	5.81
B				
responsibility	5.87	6.12	5.51	5.80
authority	6.00	5.91	5.28	5.55
delegation	5.87	5.91	4.94	5.34
C				
responsibility	6.00	6.79	5.66	6.19
authority	5.50	6.04	5.12	5.57
delegation	5.87	6.00	5.62	5.82
D				
responsibility	6.12	5.80	5.92	5.91
authority	5.87	5.85	5.89	5.87
delegation	6.25	5.95	5.82	5.92

Note. Letters A, B, C, and D represent the four institutions in the study.

Statistical Analysis Relative to the Hypotheses

The analysis of the data gathered in this study relative to the projected hypotheses is presented in this section. Each null hypothesis is presented in turn as well as tabular representations of the findings. Conclusions and possible explanations of the outcomes are reserved for Chapter IV.

Hypothesis 1

Hypothesis 1 was stated as follows: The Leadership Behavior Description Questionnaire XII scores on the dimension of consideration and initiating structure by administrators having a high Least Preferred Coworker score do not differ from Leadership Behavior Description Questionnaire XII scores by administrators with low Least Preferred Coworker scores. In effect, the null hypothesis states that there was no significant difference ($p < .05$) between the low LPC administrators and high LPC administrators in their leadership behavior with regard to consideration and initiating structure as measured by the LBDQ XII. Shown in Table 6 are the mean scores of low and high LPC administrators and mean scores on the consideration and initiating structure dimensions of the LBDQ XII.

Table 6

Mean LBDQ XII Scores for Low and High LPC Administrators on the Dimensions of Consideration and Initiating Structure

Condition	Consideration	Initiating Structure
Low LPC leader (N=20)	35.26	42.41
High LPC leader (N=46)	38.12	39.73

Twenty administrators were classified as task-oriented (low LPC) leaders and 46 administrators were classified as relationship-oriented (high LPC). From Chapter I, the reader will recall, low LPC scores are those values of 3.15 or less and that high LPC scores are those values greater than 3.15. A Hotelling T^2 was the procedure used to analyze the differences among group means. The null hypothesis could not be rejected as the differences were not significant ($p < .05$). The $T^2 = 4.24$, and the associated F was 2.08 with degrees of freedom 2, 63.

Hypothesis 2

Hypothesis 2 was worded as follows: The RAD scores of responsibility, authority, and delegation for administrators with high Least Preferred Coworker scores do not differ from those of administrators with low Least Preferred Coworker scores. The

administrators were divided into those who were classified as high LPC (46 leaders) and low LPC (20 leaders). Compared in Table 7 are the mean scores of the high and low LPC administrators with their respective mean scores on the RAD scale.

Table 7

Mean RAD Scores for Low and High LPC Administrators

RAD Subscales	Mean Score low LPC leader	Mean Score high LPC leader
Responsibility	5.97	5.84
Authority	5.49	5.76
Delegation	5.52	5.75

The RAD scales measured perceived degrees of responsibility, authority, and delegation. A Hotelling T^2 test was used to determine the differences of single variables in the mean scores on the LPC and RAD. No statistically significant differences ($p < .05$) were found for the variables; the $T^2 = 3.25$ and the associated F was 1.05 with degrees of freedom 3, 62. The null hypothesis could not be rejected.

Hypothesis 3

Following is a statement of Hypothesis 3: The score on the Least Preferred Coworker scale of the superintendent/assistant superintendents is not correlated with the residential services

directors' scores of responsibility, authority, and delegation on the RAD scale. The hypothesis examined the correlation between the score of the superintendent/assistant superintendents on the Least Preferred Coworker scale and the scores of the residential services directors on the RAD scale. Presented in Table 8 are the mean scores of the administrative groups (i.e., superintendent/assistant superintendent, residential services director, residential services supervisor) on the LPC and the RAD.

Table 8

Mean Scores of Administrative Groups on the LPC and RAD

Scale	Superintendent assistant superintendent	Residential services director	Residential services supervisor
LPC	4.43	3.82	3.57
RAD			
Responsibility	5.94	6.26	5.73
Authority	5.72	6.08	5.40
Delegation	6.09	5.40	5.27

Pearson product moment correlation coefficients were computed to determine the correlation between the superintendent/assistant superintendents LPC score and the residential services directors RAD scores. The results can be seen in Table 9.

Table 9

Pearson Product Moment Correlations Between the LPC Score of Superintendent/Assistant Superintendents and the RAD Scores of the Residential Services Directors

Component of correlation	Responsibility	RAD Score Authority	Delegation
LPC score	.08	.25	-.37

No significant relationships ($p < .05$) were found between the superintendent/assistant superintendents leadership style as measured by the LPC scale and the perceived degrees of responsibility, authority, and delegation of the residential services directors. The null hypothesis could not be rejected.

Hypothesis 4

The hypothesis was worded as follows: The score on the LPC of the residential services directors is not correlated with the residential services supervisors' scores of responsibility, authority, and delegation on the RAD scale.

Pearson product moment correlation coefficients were computed to test the hypothesis. The results are shown in Table 10.

Table 10

Pearson Product Moment Correlations Between the LPC Score for Residential Services Directors and RAD Scores for Residential Services Supervisors

Component of correlation	RAD Score		
	Responsibility	Authority	Delegation
LPC score	-.44	-.13	.13

No significant relationships ($p < .05$) were found between LPC style of the residential services director and the perceived degrees of responsibility, authority, and delegation for the residential services supervisor. The null hypothesis could not be rejected.

Hypothesis 5

Hypothesis 5 was stated as follows: There is no difference in scores among the administrative groups of superintendents/assistant superintendents, residential services directors, and residential services supervisors on the RAD scale. In effect, the hypothesis proposes no difference in the scores on the RAD among the groups of administrators. Shown in Table 11 are the comparisons of the mean scores of the administrative groups on the RAD.

Table 11

Mean Scores on the RAD for the Administrative Groups

Position	Responsibility	RAD scale score	
		Authority	Delegation
Superintendent/ assistant superintendent	5.94	5.72	6.09
Residential services director	6.26	6.08	6.14
Residential services supervisor	5.73	5.40	5.27

As a group, the residential services directors reported higher perceived degrees of responsibility, authority, and delegation with scores of $R = 6.26$, $A = 6.08$, and $D = 6.14$. Superintendents/assistant superintendents reported lower scores on the RAD and the residential services supervisors reported the lowest scores of the administrative group.

A one-way analysis of variance was used to compare the scores of the superintendents/assistant superintendents, residential services directors, and residential services supervisors as group for each dimension of the RAD scale. On the dimension of responsibility, with cases divided into groups based upon position, the results indicated

an $F = 3.10$, which is significant at $p < .05$. A pairwise comparison of means using the Bonferroni test indicated a significant difference between the group mean scores of the residential services directors and the residential services supervisors ($t = 2.63$, $df = 53.23$, $p < .05$). On the dimension of authority, with the cases divided into groups based upon position, the findings resulted in an $F = 5.33$ which is significant at $p < .0073$. The Bonferroni test of pairwise comparisons between the group mean score of residential services directors and residential services supervisors group mean resulted in a significant difference ($t = 3.31$, $df = 54.67$, $p < .01$). On the dimension of delegation, with cases divided into groups based on position, the findings resulted in $F = 6.34$ which is significant at $p < .0031$. In pairwise comparisons of the differences between group mean scores, the Bonferroni test indicated a significant difference in mean scores for the superintendent/assistant superintendents and residential services supervisors ($t = 3.0$, $df = 23.35$, $p < .05$) and in the mean scores for the residential services directors and residential services supervisors ($t = 3.40$, $df = 54.90$, $p < .01$).

Hypothesis 6

Hypothesis 6 was stated as follows: The administrators' scores on the Least Preferred Coworker scale are not correlated with age nor length of service of the administrators. The hypothesis investigated the relationship of the demographic dimensions of age and length of

service to the Least Preferred Coworker score of the superintendents/ assistant superintendents, residential services directors, and residential services supervisors. The reader will recall that the scores on the LPC ranged from 8.0 through .06. The mean score for all administrative groups combined was 3.77 with a standard deviation of 1.31. Pearson product moment correlations were computed to test the hypothesis (see Table 12).

Table 12

Pearson Product Moment Correlations for LPC Scores of Administrators with Their Age and Length of Service

	df	r	p
Age	64	.3401	>.05
Length of service	64	.0393	>.05

In comparing the scores of the administrators on the LPC with age and length of service, no significant correlations were found.

Therefore, the null hypothesis was accepted.

Chapter Summary

Presented in Chapter III are the data collected by administering a survey containing the Least Preferred Coworker scale, the Leader Behavior Description Questionnaire XII, and the RAD scale to 66 administrators from within the state of Florida. Those who responded

included 4 superintendents, 4 assistant superintendents, 24 residential services directors, and 34 residential services supervisors. The scores of the administrative groups on the designated scales were used to analyze various relationships by testing the null hypotheses associated with the research problems. The results of the analyses are as follows:

1. There was no significant difference between low and high LPC administrators with regard to their consideration and initiating structures scores from the LBDQ XII.
2. The RAD scale scores of the high LPC administrators did not differ significantly from administrators with low LPC scores.
3. There were no significant correlations between scores of superintendents/assistant superintendents on the LPC scale and the scores of perceived degrees of responsibility, authority, and delegation of the residential services directors.
4. There were no significant correlations between scores of residential services directors on the LPC scale and the scores of perceived degrees of responsibility, authority, and delegation of the residential services supervisors.
5. There was a significant difference ($p < .05$) between the superintendent/assistant superintendent, residential services directors, and residential services supervisors in groups in regard to their scores on the RAD and the RAD scores of their subordinate group.
6. The administrators' scores on the LPC scale were not significantly correlated with age nor length of service.

CHAPTER IV DISCUSSION AND INTERPRETATION OF THE FINDINGS

The data in Chapter III are discussed in this chapter. This chapter is organized into sections in which the findings relative to the hypotheses are examined and interpreted.

Interpretation of the Findings

Leadership Style and Leader Behavior

There was no significant difference ($p < .05$) between leadership style as measured by high and low LPC scores and leader behavior characteristics of consideration and initiating structure (Hypothesis 1). The classification of task-oriented administrators is based on a low LPC score (3.15 or less). In contrast, relationship-oriented administrators score higher than 3.15. Based on the findings, administrators who were high or low on the Fiedler (1967) LPC measure did not differ in their report of leader behavior characteristics of consideration as initiating structure.

The complexity of the tasks found within the organization as well as the distractions of competition from outside groups may account for the results. While studies of the prevalence of high LPC administrators within developmental services institutions were not available for comparison, it is possible that the high LPC scores were

a reflection of the nature of the organization, that is, caring for people. Also, since most administrators were relatively new to their positions as supervisors, a focus on building group relations would be in keeping with the motivational interpretation of the LPC by Fiedler and Mahar (1979).

The findings of this study are similar to those reported in Chapter II by Meuwese and Fiedler (1965). This would support the underlying premise of the contingency model, that is, the influence of the favorableness of the situation on the leader's behavior. The favorableness of the situation is a reflection of a balance between the task-oriented needs of the organization and the relationship-oriented needs of the group.

Leadership Style and Leader Perceptions of Responsibility, Authority, and Delegation

The difference between leadership styles as measured by low and high LPC scores and the administrators perceived degrees of responsibility, authority, and delegation as measured by the RAD scale was investigated in Hypothesis 2. The scores on the RAD for low and high LPC administrators did not differ ($p < .05$) and the null hypothesis could not be rejected.

The failure to find a significant difference is surprising since most administrators reported high LPC scores. Operating within a high LPC style, members of the group would be thought to perceive a

delegated right of freedom of action. Since there was no similar research in the literature relative to this hypothesis, any interpretation must be based on this sample. Based on this sample, it would appear that leadership style did not influence the administrators' perceived influence, power, and control over the organization.

Leadership Style and Subordinate Perceived Degrees of
Responsibility, Authority, and Delegation

Hypothesis 3 was focused on the leadership style of the superintendent/assistant superintendents and the perceived degrees of responsibility, authority, and delegation of the residential services directors. The null hypothesis was tested using a Pearson product moment correlation for the pairs of scores associated with the hypothesis. No significant correlations were found between the style of leadership of the superintendent/assistant superintendents and the perceived degree of responsibility, authority, and delegation of the residential services directors.

The relationship between the LPC scores of the residential services director group and the perceived degrees of responsibility, authority, and delegation of the residential services supervisors as measured by their RAD scores was the focus in Hypothesis 4. No significant correlations ($p < .05$) were found between the leadership style of the residential services directors and the residential services supervisors' perceived degrees of responsibility, authority, and delegation.

Authority of members implies not only freedom to initiate an action but depends on the behavior and expectations of their supervisors and the behavior of the subordinates. One would expect that leaders who say they delegate freely to be described as considerate, or relationship-oriented. The results reported in this study, which were marginal, are similar to those obtained by Stogdill and Shartle (1955). Subordinates often felt that their superiors were not delegating freely to them and that the authority associated with responsibilities was not always delegated. Supervisors believing they were delegating may have been seen as abdicating responsibility by their subordinates. This would result in unsatisfying working conditions for the subordinates and reduced job satisfaction.

The Administrative Groups' Perceived Degrees of
Responsibility, Authority, and Delegation

Hypothesis 5 was focused on the differences among the RAD scores of the superintendent/assistant superintendents, the residential services directors, and the residential services supervisors.

The testing of the null hypothesis was by means of a one-way analysis of variance. Pairwise comparisons of means using the Bonferroni test was done as a follow-up for significant findings. On the dimensions of responsibility and authority, significant differences were found between the mean scores of the residential services directors and the residential services supervisors. On the dimension of delegation, significant differences were found between

the mean scores of the superintendent/assistant superintendents and the residential services supervisors and between the mean scores of the residential services directors and the residential services supervisors.

In this study, the residential services directors reported the highest perceived degrees of responsibility, authority, and delegation in comparison to the other two administrative groups. These results are similar to findings of the study of four large naval organizations (Stogdill & Scott, 1957). The higher the responsibility and authority of the supervisors, the less their subordinates tended to delegate.

The LPC Style of the Administrators and Selected
Demographic Data

Hypothesis 6 was focused on the relationship between the leadership style of the administrators and their age and length of service. Hypothesis 6 was tested by using a Pearson product moment correlation. The results did not show significant correlations between LPC scores and age nor length of service. These results are consistent with research by Bass, Fiedler, and Knueger (1964) and Posthuma (1970). No significant correlations may have been influenced by the turnover rate among administrators. With an average length of service of less than two years, stability of the LPC score of administrators may not have been possible.

Chapter Summary

The results were discussed in this chapter. The chapter was organized to include consideration of relationships relative to (a) leadership styles and leader behavior characteristics of consideration and initiating structure; (b) leadership styles and self-perceived degrees of responsibility, authority, and delegation; (c) leadership styles of the first- and second-level administrators and subordinate groups' perceived degrees of responsibility, authority, and delegation; (d) perceived degrees of responsibility, authority, and delegation among the administrative groups; and (e) leadership style and selected demographic data.

Where possible, the data were discussed in relation to relevant literature; that is, selected research which reported comparable findings. Generalizations based on the data were offered.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS OF THE STUDY

This chapter includes a summary of the research study and the conclusions. The implications of the study are discussed in three major areas: (a) implications for the leadership situation within HRS, Developmental Services institutions in the state of Florida, (b) implications for practicing developmental disabilities administrators, and (c) general implications.

Summary

The focus of this study was on selected administrators with regard to various relationships relative to leadership style; dimensions of leadership behavior, particularly initiating structure and consideration; self-perceived degrees of responsibility, authority, and delegation; and, demographic data relative to the administrators' age and length of service. Data were obtained from responses made by a selected group of administrators within the Department of Health and Rehabilitative Services, Developmental Services institutions in the state of Florida. These data were used to furnish evidence regarding the following: (a) the differences between leadership styles and the administrators' leader behavior

characteristics of initiating structure and consideration, (b) the differences between leadership styles of the administrators and subordinates self-perceived degrees of responsibility, authority, and delegation; (c) the relationships between the leadership style of the administrative group of superintendent/assistant superintendents and the residential services directors' self-perceived degrees of responsibility, authority, and delegation; (d) the relationships between the leadership style of the residential services directors and the residential services supervisors' self-perceived degrees of responsibility, authority, and delegation; (e) the differences relative to self-perceived degrees of responsibility, authority, and delegation among the selected administrative groups; and (f) the relationships between leadership style of the administrators and demographic data about the administrators.

The survey questionnaire used to gather the data for the study incorporated three major instruments: the Least Preferred Coworker scale, the Leader Behavior Description Questionnaire XII, and the RAD scale. In addition, the survey questionnaire contained items relative to the age and length of service of the administrators. The superintendents of each institution were contacted personally to arrange for a date to administer the survey. The survey questionnaire was reviewed by the writer with the administrators in a group situation. The presence of the writer in the room facilitated

clarification of questions generated by the instruments. Follow-up letters and telephone calls made regarding the submission of the four unanswered survey booklets were unsuccessful.

The statistical techniques used to test each of the projected hypotheses based on the research problems varied. The hypotheses stated in null form were tested at the .05 level of significance.

Hypothesis 1 was designed to test the differences between the high and low LPC administrators and leadership behavior characteristics of consideration and initiating structure. The statistical technique used to test research Hypothesis 1 was the Hotelling T^2 . The procedure analyzed the differences among the group means with more than one dependent variable. As reported and discussed in Chapter III, the LBDQ XII scores of administrators having high LPC scores did not differ significantly ($p < .05$) from administrators having low LPC scores.

Hypothesis 2 was designed to test the differences between the high and low LPC administrators and their scores of responsibility, authority, and delegation on the RAD scale. The statistical technique used to test research hypotheses 2 was a Hotelling T^2 . As indicated in Chapter III, the scores on the RAD for low and high LPC administrators did not differ significantly ($p < .05$).

Hypothesis 3 was designed to test the relationships between superintendent/assistant superintendents' scores on the LPC and the

scores of the residential services directors on the RAD. The statistical technique used to test the hypothesis was a Pearson product moment correlation. The reader will recall from the findings in Chapter III that the style of leadership of the superintendent/assistant superintendents' was not correlated significantly ($p < .05$) with scores of the residential services directors on any dimension of the RAD.

Hypothesis 4 was designed to measure the relationships of LPC scores of the residential services directors and scores on perceived degrees of responsibility, authority, and delegation on the RAD scale of the residential services supervisors. The leadership style of the residential services directors was not correlated significantly ($p < .05$) with the scores on any dimension of the RAD by the residential services supervisors.

Hypothesis 5 was designed to determine the differences of scores among the administrative groups on the RAD scale. The major statistical test used was a one-way analysis of variance of the means for each dimension on the RAD followed by the Bonferroni where a significant F was found. On the dimension of responsibility, a significant difference was found between group mean scores for the residential services directors and the residential services supervisors; on the dimension of authority, a significant difference was found between group mean scores for residential services directors

and residential services supervisors; and on the dimension of delegation, a significant difference was found between group mean scores for superintendent/assistant superintendents and residential services supervisors and between the scores for residential services directors and residential services supervisors.

Hypothesis 6 was designed to test the relationship between scores on the LPC and the age and length of service data of the administrators. The statistical technique used to test the hypothesis was Pearson product moment correlation. As reported in Chapter III, there was no significant relationship between LPC scores and the age nor the length of service of the administrators.

Conclusions

The principal focus of this study was various relationships relative to the leadership style of administrators of the Department of Health and Rehabilitative Services, Developmental Services institutions in the state of Florida. Investigated was the relationships among leadership styles and leader behavior characteristics of initiating structure and consideration; self-perceived degrees of responsibility, authority, and delegation; and demographic characteristics of age and length of service. The conclusions for the administrative study based on the findings were as follows:

1. The administrators who had a task-oriented leadership style were just as likely to report leader behavior characteristics of consideration and initiating structure as administrators who had a relationship-oriented leadership style.

2. The leadership style of administrators' did not differ based upon varying self-perceived degrees of responsibility, authority, and delegation.

3. The leadership styles of their superiors was not related to the self-perceived degrees of responsibility, authority, and delegation of the administrative groups.

4. There are some differences, in regard to perceptions of degrees of responsibility, authority, and delegation based on position in the administrative hierarchy. The residential services directors reported more responsibility, authority, and delegation than did the other administrative groups.

5. The demographic factors investigated in this study bore no relationship to the leadership style of the administrator.

Implications

Discussed in this section are three major areas of implications. First, implications for the leadership situation within HRS, Developmental Services institutions in the state of Florida, followed by implications for the practicing developmental disabilities administrator. The third area includes general implications.

Implications for the Leadership Situation in Developmental Services Institutions

The results of this study did not show a discernible pattern of significant relationships among leadership style, leader behavior characteristics of consideration and initiating structure, and self-perceived degrees of responsibility, authority, and delegation. However, additional research is needed as the trends in some of the data would indicate partial support for the hypotheses tested. To illustrate, while no apparent relationship was found between leadership style of the administrators and RAD scores, the writer would recommend that future research might consider the influence of other situational dimensions of the contingency model and their significance to the problem. For example, the group atmosphere variable from Fiedler (1967). The organization studied depends upon interacting group members to share resources, skills, and expertise. Many tasks require close and similar coordination by two or more people. The major thrust of "production" of the organization is the habilitation of the residents. Habilitation is accomplished by means of a team of professional and paraprofessional personnel and employing an interdisciplinary approach. Effectiveness of the program is thus a group effort. One might suspect that group atmosphere might affect the administrators' perceived degrees of responsibility, authority, and delegation. Also, the writer recommends a correlational analysis of another of Fiedler (1967) situational variable, position power and perceived degrees of responsibility, authority, and delegation.

The finding that of all administrative groups, the residential services directors reported higher perceived degrees of responsibility, authority, and delegation is of interest to the writer. The institution is organized into a unit structure, with each facility/unit functioning autonomously. The residential services director is ultimately accountable for the effectiveness of the unit in meeting the needs of the residents. Fiedler (1967) reported similar results in his study of farm companies. The organization included top-level and second-level managers and first-level supervisors who headed departments. The middle-managers' leadership style was most closely related to company performance. Fiedler stressed the penetration of influence of mid-level administrators in the study. Indeed, the role of these individuals in the coordination of the organization performance may be above and beyond that which is generally attributed to the first-line supervisor.

Implications for the Practicing Administrator

The leadership style assumed by an administrator may be influenced by the leadership style of his or her supervisor. Fiedler (1967) found no major differences in LPC scores between first- and second-level supervisors. In this study, there was a somewhat higher incidence of the relationship-oriented, high LPC leadership style (70%). The type of setting in which the study was conducted (i.e., an organization designed to provide quality training and care to the mentally retarded residents assigned to their supervision) may have influenced the orientation toward a high LPC leadership style.

Nealy and Blood (1968) reported on effective performance of staff in a psychiatric setting. They demonstrated that when top- and middle-level supervisors were relationship-oriented, then the first-line supervisors were task-oriented. Since middle-level supervisors and first-line supervisors were generally professional colleagues, with similar training, they responded more favorably to a more relationship-oriented approach. In contrast, the first-line supervisors were responsible for day to day operations and their performance depended on the clarity of structuring of the assignment. The writer questions whether influence of leadership style in such a case might provide similar results to that brought about by leadership training.

As part of the training of the administrators, they should be exposed to the concept of leadership style and the effectiveness of certain leadership styles based upon the favorableness of the situation. Although no statistically significant relationship was found between LPC scores of the administrators and their length of service, trends in the data would indicate that experience (as defined by length of service) would influence leadership style. As the leader gains experience in his or her position, one would assume an increased understanding of the nature and expectations of his or her role and improved group interpersonal relations. This concept would support later work by Fiedler (1971, 1972). He maintained that leadership training might be useful in modifying the leaders' situation. Training would not only increase potential influence and control but

assist in problem solving and standardize procedures for carrying out their duties. The contingency model would predict that leadership training would have different effects depending on the leadership orientation. For example, if leadership training changed the situational favorableness, the low LPC leader would be predicted to be most effective while the performance of the high LPC leaders would decrease. Therefore, an understanding of the leadership style and the favorableness of the situation is critical prior to embarking on a training program. Csoka (1974) defined experience as on the job training or training compressed in time. He found that the effects of training and experience were identical, however, only intelligent leaders were able to learn from experience.

General Implications

The researcher suggests that the study be replicated and include a large sample size. Additional research might include representation in the sample from HRS district administration such as district administrators, program managers, and program supervisors. The information gathered would add to the knowledge base of situational variables influencing the leadership style, and greatly impact on the appropriateness of leadership training. Also, the identification of the existing leadership styles prior to developing a training program should assist the administrator in recognizing various styles and situational favorableness variables.

Although designed as a research instrument, it is suggested that the RAD scale be used in future studies to increase the available information on the instrument. The writer did not presume to verify the accuracy of perceptions reported by the RAD. Future research might include observing and monitoring the behavior/performance of the administrators in terms of responsibility, authority, and delegation. Their performance could then be compared to the self-perceived degrees of responsibility, authority, and delegation of the administrators as measured by the RAD scale.

The institution is a complex organization with great diversity or roles. Harmony among team members is therefore critical. The findings of this study did not explore the effectiveness of the leadership style. Pursuing this question would allow for increased prediction regarding the utility of Fiedler's contingency model.

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BIOGRAPHICAL SKETCH

Stephanie Mary Kondy was born May 26, 1949, in Miami, Florida. She attended Notre Dame Academy and graduated from Miami Springs Senior High School in 1967. Ms. Kondy attended Miami-Dade Community College, graduating in 1969. She attended the University of Florida and graduated in 1972 with a bachelor's degree in psychology. Ms. Kondy attended the University of Alabama, graduating in 1975 with a master's degree in psychology with a specialization in mental retardation.

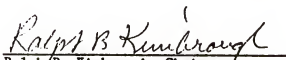
Ms. Kondy was a psychologist for the Diagnosis and Evaluation Team, HRS, Developmental Services, District VIII, in 1976-1977. She transferred to a psychologist's position at Landmark Learning Center (formerly Sunland Miami), and was promoted to the Director of Psychology in 1978. In 1979, Ms. Kondy's responsibilities expanded at Landmark Learning Center, where she became the Programs and Services Director. After the reorganization of the institution in 1981, she became the Residential Services Director at Landmark for the unit providing treatment and care to non-ambulatory residents.

Ms. Kondy received an opportunity to assist in the development of specialized residential facilities for severe and profoundly retarded, medically involved and non-ambulatory individuals in 1984. As

Residential Services Director for Miami Cerebral Palsy Residential Services, Inc., she coordinated the opening of four cluster homes in Dade County, which served as replacement facilities for residents of Orlando and Tallahassee Sunlands. In 1986, Ms. Kondy became the Quality Assurance/Inservice Training Specialist and is responsible for monitoring the facility's compliance with state federal licensing standards of treatment and care of the 96 residents assigned to the cluster homes. Additionally, her responsibilities include coordinating and providing inservice training programs to 350 professional and paraprofessional staff as well as orientating for all new employees.

In 1980, Ms. Kondy entered the University of Florida/Florida International University Cooperative Doctor of Education program, specializing in educational administration. She was admitted to candidacy in March, 1984.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Ralph B. Kimbrough, Chairman
Professor of Educational Leadership

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Charles J. Forgnone
Professor of Special Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


Michael Y. Munnery
Professor of Educational Leadership

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the Degree of Doctor of Education.

May, 1987


Dean, College of Education

Dean, Graduate School